

Personnel

Goal: The Bureau Of Juvenile Justice School District Will Employ & Support "highly qualified" staff, teachers, and administrators based on the State of Michigan Department of Education and NCLB Guidelines.

| OBJECTIVE | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
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| BJJ will adopt and follow NCLB guidelines defining "highly qualified" teachers. | Provide workshops on four (4) current options for teachers to become "highly qualified": (1) Take the Michigan Test for Teacher Certification (MTTC) and "test out". (2) Acquire ninety (90) contact hours of professional development in each content area in which you are teaching. (3) Take six (5) semester credit hours in each content area in which you are teaching. (4) Use the content/subject portfolio assessment under the High Objective Uniform State Standard of Evaluation (HOUSE). | 2005-2006 | Teachers, facility directors, facility principals, educational services manager | Tuition reimbursement fund, educational grants (professional development), facility training budget | 1. Training/workshops, financial support, release time from work. | July 30, 2006 |
| OBJECTIVE 2: | | | | | | |
| Special Education students will be taught by Certified Special | 1. Transcripts & State Certifications will be carefully monitored to ensure compliance based on | On going | Central office/educational Services | BJJ General Budget | Secretarial support & Technical Support | Annual reporting/first week in January |

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| | development survey and include on a annual training calendar in the areas that teachers indicate a need for continuing training and also training that is mandated by funding sources, best practices etc. | | Services | | Secretarial support & Technical support | |
| | 3. Develop 12 month professional development calendar that is aligned with the school schedule calendar. | On going | Central office/educational services | BJJ | | October 2005 |
| | 4. Develop an evaluative tool that determines whether the professional improvement plan is improving student achievement. | On going | School Improvement committee | BJJ, Educational grants | Secretarial support, printing, website maintenance | December 2005 |
| | 5. Develop teacher competency evaluative tool to be administered, formally, once a year. | 2005-2006 | School improvement committee, school principal | BJJ | Clerical support, meetings/workshop | June/July 2005 |
| | 6. Develop and implement a teacher recognition program | 2005-2006 | School principals, facility directors, central office/edu. Services | BJJ | Meetings/workshop s, clerical support, | Spring/summer 2005 |
| | 7. Provide training that addresses literacy | 2005-2006 | Central office | BJJ, Educational grants | Clerical support, speakers, travel/release time, food | February 2006 |

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| | and curriculum initiatives. 8. Meet with curriculum co chairs, status reports, training needs for implementation | On going | Central office/OB | BJJ, educational federal grants | Literacy/curriculum specialist Data entry, meetings/travel, printing | On going |
| OBJECTIVE 6: | | | | | | |
| Improve teacher effectiveness by increased collaboration between treatment and educational staff | Provide opportunities for treatment staff and educational staff to participate in “inservices”/training that focuses on transitional/reintegration issues, literacy skills, social skills, increased collaboration as it relates to the integration of treatment and education. | On going | Central office/educational services | BJJ | Release time, meetings/workshops, travel, meeting sites, food, | June 1, 2006 |
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#1 Curriculum

GOAL: BJJ will develop a comprehensive curriculum based on Michigan Core Curriculum

| OBJECTIVE | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|---|--|----------|--------------------|----------------|------------------|--|
| A. Develop a committee to research curriculums | 1) Look at curriculums currently used by BJJ facilities. 2) Look at curriculums used by public schools. 3) Make recommendation or a curriculum that best meet federal, state guidelines. | 12 mos. | Otisteen Blair | BJJ | | 1) Completed 2) Completed 3) Completed |
| B. Form sub-committees to develop specific core curriculums | 1) Assign teachers to committees according to their levels of expertise 2) Committees trained on curriculum development 3) Committees met and developed core curriculum | 24 mos | Otisteen Blair | BJJ | | 1) Completed 2) Completed |
| C. Finalize Curriculum | 1) Curriculum reviewed and approved by consultant 2) Print and distribute curriculum to all facilities | 3 mos. | Otisteen Blair | BJJ | | December 2005 |

#2 Curriculum

GOAL: BJJ will implement/and evaluation of the BJJ school district approved Curriculum

| OBJECTIVE | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|---|---|----------|--------------------|----------------|--|---|
| Train teachers in the use and implementation of the core curriculum | 1) Complete professional needs survey | Present | Otissteen Blair | BJJ | Clerical support, data entry, printing | 1) On going 2) On going 3) January 2005 |
| | 2) Develop a calendar for professional training opportunities | Present | | | | |
| | 3) Inservice in mapping, lesson plan, pacing guides in core curriculum | 6 mos. | | | | |
| Coordination of the core curriculum with treatment modules | 1) Educate treatment staff to core curriculum 2) Each facility develops a committee comprised of | | Otissteen Blair | BJJ | Curriculum and treatment specialist, travel, meals, release time | On going |

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| at all BJJ facilities | treatment and educational staff 3) Committees will recommend strategies for ability based decisions | | | | | |
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#3 Curriculum

GOAL: Develop Coordinate procedures for expenditures and reporting for all educational/funding

| OBJECTIVE | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|---|---|-------------------------|--------------------|----------------|------------------|--|
| Increase awareness of educational funding | 1) Training in specific guidelines of educational funding for finance and designated school personnel 2) In-Service for educational personnel on educational funding | 12 mos. On going | Lee Martin | BJJ | | December 2005 Annually prior to Grant Application |
| | Training for designated personnel in writing grants 2 nd year end reports. | 12 mos. | Lee Martin | BJJ | | On going |

Voc. Ed.

GOAL: BJJ will develop Career and Technical Education that prepares out youth for a successful transition to the Community.

| OBJECTIVE | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|---|--|----------|------------------------------|------------------------------|---|----------------|
| Develop a position that oversees and implements career and technical education | 1) Hire Vocational Specialist to direct and oversee Voc. Ed. Programs. 2) Oversee Administration of Perkins Grant | 6 mos. | Otissteen Blair | Perkins | Funding for position and travel from central office | 12/1/05 |
| Based on findings of the current assessment and market needs, develop and implement | 1) Maintain current programs if relevant 2) Offer training to staff who maintain programs that are obsolete or irrelevant | 1.5 yrs. | Individual Center Principals | Facility Budget & CTE Grants | Funding for contractual services either from state budget or 501C(3) Grant Reservoirs | 3/1/06 |

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| programs that reflect these findings. | 3) Develop contracts with certified vocational instructional/field agents in current applicable fields. | | | | | |
| Create relationships with community and state agencies that provide service training and/or employment opportunities for youth. | 1) Utilize resources of USDOL, MDLEG to authorize and legitimize apprenticeship training. 2) Build contracts with private groups (GWI Focus Hope) for expertise training and resources. 3) Develop contracts with private businesses/industries to provide continuing training upon release. 4) Define articulation agreements with community colleges, etc, to continue education for working apprentices 5) Emulate or adopt training programs like or similar to Michigan Career technical institute. | 1.5 yrs. | Individual Center Principals CTE Specialist | State Funding | Defined non-profit organization that will provide the vehicle through which grant proposals can be written. | 3/1/06 |
| Conduct an assessment/evaluation of existing career and technical education programs | 1) Utilize SDOL projections for defining program relevancy 2) Maintain ongoing independent evaluation of offered programs | 1 yr. | CTE Specialist with Facility Principals | Perkins | Scans Reports, USDOL 2, 5 & 10 yr. Labor needs projections | 10/31/05 |
| Based on findings of current assessment and market needs develop and implement programs that reflect current findings of the student assessment and | 1) Conduct comprehensive Vocational Assessments of students – 15 yrs. Old 2) Provide exposure to careers with online resources such as bridges and open options 3) Match interests/skills to requirements for various careers 4) Provide introductory | On going | Facility Principals or Designee | NPO Funds, Tip and State 1. Perkins Policy 2. Workforce Grant 3. TIP 4. BJJ | Appropriate vocational assessment(s) Educational Development Plans Online Career/Vocational Interactive Databases, career fairs Articulation agreements with employers unions, and community | On going |

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| market needs. | <p>training, including employability skills</p> <p>5) Offer advanced training in career match(es) that have articulation agreements with private employers and community training/education centers</p> <p>6) Place student where</p> | | | | colleges/universities cooperation or JJS, CMW and Judges | |
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Assessment

| OBJECTIVE # 1 | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
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| A. Develop a policy and procedure for External Assessments ¹ . | 1) The California Achievement Test will be adopted as the sole criteria for measuring Annual Educational Gain for BJJ youth. | 2 Months | Kalvin Holt | BJJ | Educational staff released from facilities to attend monthly meetings. | December 2004 (Next BJJ Residential Policy Meeting). |
| | 2). The assessment committee will create documentation and procedure for utilizing the California Achievement Test (CAT5) as the benchmark for annual progress by BJJ youth. This documentation will be done in conjunction with the minimal requirements for meeting Title I eligibility. | 1 Month | Kalvin Holt | | Educational staff released from facilities to attend monthly meetings. | December 2004 (Next BJJ Residential Policy Meeting). |
| | 3). Functionality will be added to the Management Information System (JJOLT) which will allow for the user to specifically identify a test as a pre, post or progress test. | 2 Months | Kalvin Holt | | GVT Technical Assistance | January 2005 |

¹ Standardize Testing that takes place throughout the Bureau of Juvenile Justice. This is also assessments required for Title One Funding, Adult Basic Education, and the No Child Left Behind Act.

| OBJECTIVE #2 | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|--|---|----------|--------------------|----------------|--|---|
| A. Develop a committee to ensure internal assessment ² is aligned with the Michigan Content Standards and Benchmarks. | 1). Hold monthly meeting with Curriculum Sub-Committees facilitated by the Assessment Committee to develop Rubrics ³ for Michigan Content Standards and Benchmarks. Michigan Content Standards, are for subject relate to subject areas, i.e. Math, Social Studies, etc. | 4 Months | Kalvin Holt | BJJ | Educational staff released from facilities to attend monthly meetings. Planning time for educational staff to prepare Rubrics. | February 2005. |
| B. Develop approved list of Criterion Referenced Test for use by classroom instructors. | 1) Hold monthly meetings with members of the Curriculum Committees and the Assessment Committee (following the above-mentioned February 2005 Milestone) to develop a document detailing Criterion Referenced Test in alignment with the Michigan Content Standards and Benchmarks. 2) Hold In-Service Training for Special Education Instructors in Using Briggance. | 7 Months | Kalvin Holt | BJJ | Educational staff released from facilities to attend monthly meetings. | April 2005 Completed September 2004. |
| C. Develop customized Performance Based Assessment for use by individual classroom instructors. | 1) Hold In-service training with classroom instructors to transform the Rubrics for the Michigan Content Standards and Benchmarks into Performance Based Assessments. This would happen in tandem with the In-Service training on mapping lesson plans, pacing guides in core curriculum. | 8 Months | | | | January 2006 |

² Testing or measurement of students' mastery of the curriculum, i.e. a criterion referenced test, Michigan Educational Assessment Program.

³ Rubrics are charts used for both clarifying expectations and evaluating assignments. Rubrics spell out the necessary steps for finishing a task or producing a product. For example, rubrics can describe the expectations for writing a letter, making a bed, programming a VCR, baking a cake, and so forth.

| OBJECTIVE #2 (Continued) | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
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| D. Implement a grading policy based upon the use of Criterion Referenced Test and Performance Based Assessments. | 1). Develop a policy for grading of youth based upon documentation of student mastery of skills prerequisite for meeting the Michigan Content Standards. 3) Require classroom instructors to document the specific Criterion Referenced Assessment or Performance Based Assessment used to determine the youth's fulfillment of the applicable benchmark. 4) Develop a spreadsheet application to aid in aligning grading with the Michigan Content Standards. | 9 Months | School Improvement Committee, School Principal/Otis Blair | BJJ | Educational staff released from facilities to attend monthly meetings. | June 2006 |

| OBJECTIVE #3 | STRATEGY/ACTION STEP | TIMELINE | PERSON RESPONSIBLE | FUNDING SOURCE | RESOURCES NEEDED | DATE COMPLETED |
|--|--|-----------------|--|-----------------------|--|-----------------------|
| A. Improve Management Information System (JJOLT) for end users (facilities). | 1) Develop a committee to create a utility to allow the entry of Adult Education Data (Test of Adult Basic Education Test Scores) into JJOLT and upload this information to PBS and Michigan Adult Education Reporting System (MAERS) 2). Functionality will be added to the Management Information System (JJOLT) which will allow for the user to specifically identify a test as a pre, post or progress test. | 7 Months | Management and Information Reporting Unit (LaFunda Wartley) Management and Information Reporting Unit (LaFunda Wartley) | BJJ | Access to Michigan Adult Education Reporting Information Technical Staff. | November 2005 |
| B. Enhance Access to Management Information System Data to facilities. | 1. Develop facility level representatives on the Management and Information Reporting Unit. A. Each facility or group of facilities would have a designated staff that would join the Management Information and Reporting Unit. B. In-Service Training on the table structure and existing reports and queries would be provided. | 3 Months | LaFunda Wartley/Merry Perkins | BJJ | MAIR/GVT Staff to assist in Training. Facility Staff released to attend training and meetings. | January 2005 |